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ABSTRACT

The Connecticut State Board of Education policy known as the Common Core of Learning, outlines the skill, knowledge and attitudinal attainments expected of the state's secondary school graduates. This guide identifies the common core elements that can and should be reinforced through the vocational education curriculum. Information on the common core is provided for these subject areas of vocational education: business office education, consumer home economics, occupational home economics, cooperative work education/diversified occupations, health occupations, marketing education, technology education/industrial arts, trade and industrial education, and vocational education in agriculture. Course offerings are examined in each subject area. The common core elements are identified and numbered according to three headings: attributes and attitudes, skills and competencies, and understandings and applications. Each common core element is rated according to how much emphasis it should be given in the curriculum (major, moderate, or minor focus or not a focus). The guide also provides the text of the Common Core of Learning. (KC)

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VOCATIONAL EDUCATION AND CONNECTICUT'S COMMON CORE OF LEARNING

BUREAU OF VOCATIONAL SERVICES
DIVISION OF
VOCATIONAL, TECHNICAL AND ADULT EDUCATION
STATE DEPARTMENT OF EDUCATION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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FOREWORD

The Connecticut State Board of Education policy known as the Common Core of Learning, outlines the skill, knowledge and attitudinal attainments expected of the State's secondary school graduates. Because vocational education in the comprehesive high schools teaches the basic skills (reading, writing and computing) and the higher order skills (thinking, reasoning and problem solving), integrated with employability attributes and specific occupational skills, it is superbly suited to achieving the objectives of the Common Core.

The goal of vocational education is to help students become productive, self-sufficient and contributing members of society. Vocational eduction programs in the high schools are not concerned solely with occupationally specific training for entry-level jobs, but also with career ladder opportunities and the potential for further education. Such programs give those students who learn best in a hands-on, practical setting, a unique opportunity to master skills that they might not otherwise acquire in a more conventional classroom. For all students, however, vocational education provides a learning environment in which they may enhance their sense of self-concept and their interpersonal, reasoning, problem-solving and learning skills. These are all essential elements in Connecticut's Common Core of Learning.

In order to implement the Common Core, the Bureau of Vocational Services undertook the task of identifying the Common Core elements which can and should be reinforced through the vocational education curriculum. Subject area committees, composed of key vocational educators from school districts across the state, were charged with the task of integrating the Common Core elements into their respective curricula. Aware that no one subject can, or should be expected to address all a student's needs and that all subjects should be viewed as part of a larger educational experience, the subject area committees identified those elements of the Common Core that can be addressed appropriately through the vocational education curriculum. Together, these teams fashioned a tool which we hope Connecticut's teachers of vocational education will use to reexamine and strengthen their programs so that their students may graduate with the comprehensions, attributes and understandings they will need as citizens in the decades ahead.

We owe a debt of gratitude to the dedicated educators who served on the subject area committees, and to their school district administrators who, appreciating the importance of this undertaking, enabled them to participate.

USING THE INFORMATION

1. Subject areas:

   Business Office Education
   Consumer Home Economics
   Occupational Home Economics
   Cooperative Work Education/Diversified Occupations
   Health Occupations
   Marketing Education
   Technology Education/Industrial Arts
   Trade and Industrial Education
   Vocational Education in Agriculture

2. Courses Offerings

   Each committee examined five course offerings and the corresponding vocational student organization. We believe that it will be possible to extend their findings to additional course offerings in the future.

3. Common Core elements:

   The Common Core elements are identified and numbered under the following headings:

   Attributes and Attitudes
   Skills and Competencies
   Understandings and Applications

   The number assigned to each Common Core element corresponds to the number given in the full-text description on pages 10 to 12.

4. Rating scale:

   Each Common Core element was rated by the committee according to following scale:

the element should be given major emphasis in the curriculum	A
the element should be given moderate emphasis in the curriculum	B
the element should be given minor emphasis in the curriculum	C
the element cannot be appropriately addressed by the curriculum	D

Note: Students electing fewer courses in a given vocational education sequence are less likely to attain the desired attributes or skills than students enrolled in more intensive programs.

Vocational Education and the Common Core of Learning
BUSINESS AND OFFICE EDUCATION

See pages for the full text of each element listed in abbreviated form below.

RATING SCALE
- A Element should be given a *major* focus
- B Element should be given a *moderate* focus
- C Element should be given a *minor* focus
- D Element not traditionally a focus

ATTRIBUTES AND ATTITUDES	COURSE OFFERINGS					
	Info. Proc.	Notetaking	Accounting	Off. Proc./Sys.	Social Business	FBLA
Positive Self-Concept						
1. Worth and Self-esteem	A	A	A	A	A	A
2. Personal Effectiveness	A	A	A	A	A	A
3. Understanding Strengths and Weaknesses	A	A	A	A	A	A
Motivation and Persistence						
1. Pride of Accomplishment	A	A	A	A	B	A
2. Desire to Succeed	A	A	A	A	A	A
3. Tasks and Ambitions	B	A	A	A	A	A
Responsibility and Self-Reliance						
1. Identify Needs and Set Goals	B	B	B	A	B	A
2. Responsibility for Actions	B	A	A	A	A	A
3. Dependability	A	A	A	A	A	A
4. Self-Control	A	A	A	A	A	A
Intellectual Curiosity						
1. Questioning Attitude	B	B	A	B	A	A
2. Independence of Thought	B	B	B	A	A	A
3. Lifelong Learning	A	A	A	A	A	A
Interpersonal Relations						
1. Productive Relationships	A	A	A	A	A	A
2. Concerns and Customs of Others	B	A	A	A	A	A
3. Reach Group Decisions	B	C	B	A	A	A
4. Roles and Responsibilities	D	D	D	D	B	D
Sense of Community						
1. Belonging to a Group	B	B	B	B	B	A
2. Quality of Life	C	C	C	B	A	A
3. Values, Standards and Traditions	C	C	C	C	A	A
4. Historical and Ethnic Heritage	C	C	C	C	A	B
Moral and Ethical Values						
1. Moral and Ethical Conduct	A	A	A	A	A	A
2. Values Affect Choices and Conflicts	B	A	A	A	A	A
3. Moral Judgments and Ethical Decisions	B	A	A	A	A	A

SKILLS AND COMPETENCIES						
Reading						
1. Main and Subordinate Ideas	B	C	B	A	A	C
2. Comparisons, Contrasts, Sequences	C	C	A	B	A	C
3. Meaning-Inferential, Literal	C	D	C	B	B	B
4. Predictions, Questions, Conclusion	B	C	A	A	A	B
5. Critical Judgments	D	D	B	C	B	C
6. Varying Reading Speed and Method	C	C	C	B	B	B
7. Features of Reference Materials	A	A	A	A	A	A
Writing						
1. Sentence Structure	B	A	C	A	B	A
2. Organize and Relate Ideas	C	C	C	A	A	B
3. Sentences and Paragraphs	C	C	B	A	B	B
4. Language Style and Format	C	C	C	A	B	B
5. Conceive Ideas	C	C	B	B	B	B
6. Gather Information	C	C	B	B	B	B
7. Restructuring and Rewriting	C	A	C	A	B	B
Speaking, Listening and Viewing						
1. Oral Exchange of Ideas	C	D	A	A	A	A
2. Ask and Answer Questions	A	A	A	A	A	A
3. Spoken Instructions	A	A	A	A	A	A
4. Distinguish Relevant from Irrelevant	A	A	B	A	A	B
5. Comprehend Ideas	C	A	C	B	A	B
6. Verbal and Nonverbal Presentations	C	A	B	B	A	B
7. Oral Presentations	C	D	C	C	B	A
Quantitative Skills						
1. Add, Subtract, Multiply and Divide	B	D	A	B	A	B
2. Use Measurements	D	D	D	C	B	C
3. Ratios and Proportions	D	D	A	C	B	C
4. Spatial Relationships	C	D	D	C	B	C
5. Estimates and Approximations	A	B	A	A	A	A
6. Probability and Statistics	C	D	B	C	B	D
7. Tables, Charts and Graphs	B	C	A	B	A	B
8. Solve Problems	B	D	A	B	A	C
Reasoning and Problem Solving						
1. Inductive and Deductive	C	C	A	A	A	A
2. Conclusions from Information	B	C	A	A	A	A
3. Predictions and Hypotheses	B	D	A	B	B	B
4. Concepts and Generalizations	B	B	A	B	A	A
5. Cause and Effect Relationships	B	D	A	A	A	A
6. Formulate Problems	B	D	A	A	B	A
7. Information Pertinent to Problems	A	B	A	A	A	A
8. Solutions to Problems	A	C	A	A	B	A
9. Creative Thinking Skills	A	B	A	A	A	A
Learning Skills						
1. Goals and Priorities	B	B	B	A	B	A
2. Habits Conducive to Learning	A	A	A	A	A	A
3. Short and Long Term Projects	B	B	A	A	A	A
4. Sources of Information	B	B	B	B	A	A
5. Note Taking	B	A	A	A	A	A

UNDERSTANDINGS AND APPLICATIONS	COURSE OFFERINGS					
	Info. Proc.	Notetaking	Accounting	Off. Proc./Sys.	Social Business	FBLA
The Arts: Creative and Performing						
1. Expressing Emotions	D	D	D	D	D	D
2. Appreciate the Arts	D	D	D	D	D	D
3. Art Forms and Style	D	D	D	D	D	D
4. Materials and Tools	D	D	D	D	D	D
5. Language of Each Art Form	D	D	D	D	D	D
6. Aesthetic Qualities	D	D	D	D	D	D
Careers and Vocations						
1. Positive Attitudes Toward Work	A	A	A	A	A	A
2. Employability Skills	A	A	A	A	A	A
3. Range of Occupations	A	A	A	A	A	A
4. Education and Training	A	A	A	A	A	A
5. Personal Economics	A	A	A	A	A	A
6. Interpersonal Skills	A	A	A	A	A	A
Cultures and Languages						
1. Common Characteristics	D	D	C	B	A	C
2. Differences Among People	D	D	C	B	A	B
3. Understanding Other Cultures	D	D	D	C	A	B
4. Structure of Language	D	D	D	D	D	D
5. Commonalities and Differences	D	D	D	D	D	D
6. Foreign Language	D	D	D	D	D	D
History and Social Sciences						
1. Connecticut, U.S. and World	D	D	D	D	A	C
2. U.S. History and Government	D	D	D	D	A	B
3. Economics	D	D	B	D	A	C
4. Political and Economic System	D	D	D	D	A	C
5. Disciplines of History	D	D	C	D	A	C
6. World Geography	D	D	D	C	B	C
7. Critical Thinking	D	D	D	D	B	C
8. Pluralistic Society	D	D	D	D	A	C
9. Mutual Dependence	D	D	D	C	A	C
Literature						
1. Human Experiences	D	D	D	D	D	D
2. Essential Elements	D	D	D	D	D	D
3. Literary Masterpieces	D	D	D	D	D	D
4. Symbolism, Allegory and Myth	D	D	D	D	D	D
5. Literary Themes	D	D	D	D	D	D
6. Literary Works	D	D	D	C	B	C
7. Reading as Lifelong Pursuit	C	C	C	C	B	C
Mathematics						
1. Expressing Quantifiable Ideas	B	D	A	C	A	B
2. Problem Solving	B	D	A	C	A	B
3. Consumer and Job-related Tasks	B	D	A	A	A	A
4. Tools for Solving Problems	B	D	A	A	A	A
5. Physical and Social Phenomena	D	D	A	C	A	C
6. Using Numbers	B	D	A	B	A	A
7. Algebraic and Geometric Concepts	D	D	A	D	A	B
8. Statistical Concepts	B	D	B	C	A	B
Physical Development and Health						
1. Growth and Development	D	D	D	D	D	D
2. Physical Fitness	D	D	D	D	D	D
3. Scientific Principals	D	D	D	D	D	D
4. Social Development	D	D	C	C	C	C
5. Elements of Nutrition	C	C	C	B	C	C
6. Healthy Environment	A	A	B	A	C	A
Science and Technology						
1. Basic Principles of the Science	D	D	D	D	D	D
2. Natural Resources	D	D	D	C	A	C
3. Solving Problems	D	D	D	D	D	D
4. Natural Phenomena	D	D	D	D	D	D
5. Laboratory Measuring	D	D	D	D	D	D
6. Emerging Technologies	A	B	A	A	A	A
7. Potential and Limitations	B	D	C	B	B	C

COMMENTS:

Information Processing includes both word and data curriculum.

Notetaking includes non-symbol and symbol systems as well as college-bound and vocational goals.

Social Business includes Business Training, Business Mathematics, Law and Economics.

Implementation—As the BOE section is reviewed, you may find concepts are not included currently in your curriculum. If so, you are urged to weigh the committee recommendations and expand the concepts you teach accordingly.

Vocational Education and the Common Core of Learning
CONSUMER HOME ECONOMICS

See pages for the full text of each element listed in abbreviated form below.

RATING SCALE
- A Element should be given a *major* focus
- B Element should be given a *moderate* focus
- C Element should be given a *minor* focus
- D Element not traditionally a focus

ATTRIBUTES AND ATTITUDES	Child Dev. & Par.	Food & Nutrit.	Consumer Ed.	Cloth & Textiles	Housing & Int.	FHA	Family Life
Positive Self-Concept							
1. Worth and Self-esteem	A	A	B	A	B	A	A
2. Personal Effectiveness	B	B	B	C	C	A	A
3. Understanding Strengths and Weaknesses	C	C	B	B	C	A	A
Motivation and Persistence							
1. Pride of Accomplishment	B	A	C	A	B	A	B
2. Desire to Succeed	A	B	B	B	C	A	A
3. Tasks and Ambitions	A	A	B	B	B	A	B
Responsibility and Self-Reliance							
1. Identify Needs and Set Goals	B	B	A	A	B	A	A
2. Responsibility for Actions	A	A	B	B	B	A	A
3. Dependability	A	A	B	C	C	A	A
4. Self-Control	B	B	C	C	C	A	A
Intellectual Curiosity							
1. Questioning Attitude	A	A	A	B	C	B	A
2. Independence of Thought	B	B	B	B	B	A	A
3. Lifelong Learning	A	A	B	B	C	C	B
Interpersonal Relations							
1. Productive Relationships	B	A	C	C	C	A	A
2. Concerns and Customs of Others	B	B	B	B	B	B	A
3. Reach Group Decisions	B	B	B	C	B	A	A
4. Roles and Responsibilities	A	C	A	C	B	C	A
Sense of Community							
1. Belonging to a Group	B	B	C	C	C	A	A
2. Quality of Life	A	C	B	C	C	A	A
3. Values, Standards and Traditions	B	C	C	C	B	A	A
4. Historical and Ethnic Heritage	B	B	C	C	B	C	B
Moral and Ethical Values							
1. Moral and Ethical Conduct	B	B	A	C	C	A	A
2. Values Affect Choices and Conflicts	A	B	A	B	B	A	A
3. Moral Judgments and Ethical Decisions	B	C	A	C	C	A	A

SKILLS AND COMPETENCIES	Child Dev. & Par.	Food & Nutrit.	Consumer Ed.	Cloth & Textiles	Housing & Int.	FHA	Family Life
Reading							
1. Main and Subordinate Ideas	A	B	A	B	A	B	A
2. Comparisons, Contrasts, Sequences	B	C	B	D	B	D	B
3. Meaning-Inferential, Literal	B	C	C	D	C	D	B
4. Predictions, Questions, Conclusion	C	D	C	D	D	B	C
5. Critical Judgments	C	B	B	D	C	C	C
6. Varying Reading Speed and Method	D	D	D	D	D	B	D
7. Features of Reference Materials	B	B	A	C	B	C	B
Writing							
1. Sentence Structure	B	C	B	C	B	B	A
2. Organize and Relate Ideas	B	D	B	C	B	B	B
3. Sentences and Paragraphs	D	D	B	D	D	C	D
4. Language Style and Format	D	D	C	D	D	A	D
5. Conceive Ideas	B	B	B	C	B	C	B
6. Gather Information	B	C	B	C	B	D	B
7. Restructuring and Rewriting	D	D	C	D	D	B	D
Speaking, Listening and Viewing							
1. Oral Exchange of Ideas	A	A	A	B	A	A	A
2. Ask and Answer Questions	A	A	A	A	A	A	A
3. Spoken Instructions	A	A	A	A	A	A	A
4. Distinguish Relevant from Irrelevant	B	B	B	B	B	B	B
5. Comprehend Ideas	B	B	B	B	B	A	B
6. Verbal and Nonverbal Presentations	C	B	B	C	C	B	C
7. Oral Presentations	C	B	B	C	B	A	C
Quantitative Skills							
1. Add, Subtract, Multiply and Divide	D	A	B	B	A	C	D
2. Use Measurements	D	A	C	A	B	C	D
3. Ratios and Proportions	D	C	D	D	B	C	D
4. Spatial Relationships	D	D	D	D	B	D	D
5. Estimates and Approximations	D	D	C	C	B	C	D
6. Probability and Statistics	C	D	C	D	D	B	C
7. Tables, Charts and Graphs	C	B	B	D	B	B	C
8. Solve Problems	D	C	C	C	C	B	D
Reasoning and Problem Solving							
1. Inductive and Deductive	B	C	A	C	C	A	B
2. Conclusions from Information	A	A	A	D	B	A	A
3. Predictions and Hypotheses	C	C	C	D	D	A	C
4. Concepts and Generalizations	B	B	B	B	B	A	B
5. Cause and Effect Relationships	A	A	A	B	B	A	A
6. Formulate Problems	C	C	B	C	B	A	C
7. Information Pertinent to Problems	B	B	A	B	A	A	B
8. Solutions to Problems	A	B	A	A	A	A	A
9. Creative Thinking Skills	A	B	A	A	A	A	A
Learning Skills							
1. Goals and Priorities	A	A	A	A	A	A	A
2. Habits Conducive to Learning	A	A	B	A	B	A	A
3. Short and Long Term Projects	A	A	B	A	A	A	A
4. Sources of Information	A	B	A	B	A	A	A
5. Note Taking	B	B	B	C	A	A	B

UNDERSTANDINGS AND APPLICATIONS	Child Dev. & Par.	Food & Nutrit.	Consumer Ed.	Cloth & Textiles	Housing & Int.	FHA	Family Life
The Arts: Creative and Performing							
1. Expressing Emotions	B	D	D	B	B	C	B
2. Appreciate the Arts	B	D	D	B	B	B	B
3. Art Forms and Style	C	D	D	C	A	D	C
4. Materials and Tools	B	D	D	C	D	D	B
5. Language of Each Art Form	D	D	D	D	D	D	D
6. Aesthetic Qualities	D	D	D	D	C	D	D
Careers and Vocations							
1. Positive Attitudes Toward Work	A	A	A	B	B	A	A
2. Employability Skills	A	A	A	B	B	A	A
3. Range of Occupations	B	B	B	B	B	A	C
4. Education and Training	B	B	B	B	B	A	B
5. Personal Economics	C	B	A	B	B	A	A
6. Interpersonal Skills	A	A	A	B	C	A	A
Cultures and Languages							
1. Common Characteristics	A	B	C	C	B	A	A
2. Differences Among People	B	C	C	C	C	B	B
3. Understanding Other Cultures	C	C	D	D	D	C	C
4. Structure of Language	D	D	D	D	D	C	D
5. Commonalities and Differences	D	D	D	D	D	D	D
6. Foreign Language	D	D	D	D	D	D	D
History and Social Sciences							
1. Connecticut, U.S. and World	D	D	D	D	B	D	D
2. U.S. History and Government	D	D	C	D	C	D	D
3. Economics	D	C	A	D	C	D	D
4. Political and Economic System	D	D	B	D	D	D	D
5. Disciplines of History	C	C	C	D	C	B	C
6. World Geography	D	C	D	D	D	D	D
7. Critical Thinking	B	D	B	D	D	B	B
8. Pluralistic Society	B	C	D	D	D	D	B
9. Mutual Dependence	C	C	B	D	D	D	C
Literature							
1. Human Experiences	D	D	D	D	D	D	D
2. Essential Elements	D	D	D	D	D	D	D
3. Literary Masterpieces	D	D	D	D	D	D	D
4. Symbolism, Allegory and Myth	D	D	D	D	D	D	D
5. Literary Themes	D	D	D	D	D	D	D
6. Literary Works	D	D	D	D	D	D	D
7. Reading as Lifelong Pursuit	A	D	D	D	D	B	A
Mathematics							
1. Expressing Quantifiable Ideas	D	D	D	D	D	C	D
2. Problem Solving	D	C	C	D	B	C	D
3. Consumer and Job-related Tasks	C	A	A	B	A	A	C
4. Tools for Solving Problems	D	B	B	B	B	B	D
5. Physical and Social Phenomena	D	C	D	D	D	D	D
6. Using Numbers	D	B	C	D	C	A	D
7. Algebraic and Geometric Concepts	D	D	D	D	D	C	D
8. Statistical Concepts	C	D	D	D	D	D	C
Physical Development and Health							
1. Growth and Development	A	B	D	D	C	A	A
2. Physical Fitness	C	C	D	D	D	B	C
3. Scientific Principals	C	C	D	D	C	C	C
4. Social Development	B	C	D	D	C	B	B
5. Elements of Nutrition	A	A	C	D	D	A	A
6. Healthy Environment	A	A	B	C	A	A	A
Science and Technology							
1. Basic Principles of the Science	D	B	D	D	D	C	D
2. Natural Resources	D	C	B	C	B	C	D
3. Solving Problems	D	D	D	D	D	C	D
4. Natural Phenomena	D	D	D	D	D	C	D
5. Laboratory Measuring	D	C	D	D	D	B	D
6. Emerging Technologies	C	B	B	C	B	A	B
7. Potential and Limitations	D	C	D	D	D	A	B

Consumer Home Economics instruction is provided primarily in grades 6-12.

Exploratory classes at the middle/junior high include instruction in four to five areas such as child development and human relations, consumer skills, clothing care and repair, food and nutrition, and family life. At the high school level, instruction is more skill related in each area.

Grade span and scheduling differences may cause the depth of instruction and total attainment of Common Core areas to vary.

Vocational Education and the Common Core of Learning
OCCUPATIONAL HOME ECONOMICS

See pages ____ for the full text of each element listed in abbreviated form below.

RATING SCALE
- A Element should be given a *major* focus
- B Element should be given a *moderate* focus
- C Element should be given a *minor* focus
- D Element not traditionally a focus

	COURSE OFFERINGS					
	Foodservice	Child Care Serv.	Homemaker/Mgt.	HERO		
ATTRIBUTES AND ATTITUDES						
Positive Self-Concept						
1. Worth and Self-esteem	A	B	A	A		
2. Personal Effectiveness	B	B	A	B		
3. Understanding Strengths and Weaknesses	A	B	A	A		
Motivation and Persistence						
1. Pride of Accomplishment	A	A	A	A		
2. Desire to Succeed	B	B	A	A		
3. Tasks and Ambitions	A	A	A	A		
Responsibility and Self-Reliance						
1. Identify Needs and Set Goals	B	A	A	A		
2. Responsibility for Actions	B	A	A	A		
3. Dependability	A	A	A	A		
4. Self-Control	A	A	A	A		
Intellectual Curiosity						
1. Questioning Attitude	B	A	C	B		
2. Independence of Thought	B	A	C	A		
3. Lifelong Learning	A	A	B	A		
Interpersonal Relations						
1. Productive Relationships	A	A	A	A		
2. Concerns and Customs of Others	B	A	A	B		
3. Reach Group Decisions	B	C	D	B		
4. Roles and Responsibilities	C	A	A	A		
Sense of Community						
1. Belonging to a Group	C	B	B	A		
2. Quality of Life	C	C	B	B		
3. Values, Standards and Traditions	C	C	B	C		
4. Historical and Ethnic Heritage	C	B	B	C		
Moral and Ethical Values						
1. Moral and Ethical Conduct	B	A	A	A		
2. Values Affect Choices and Conflicts	A	A	B	A		
3. Moral Judgments and Ethical Decisions	B	A	A	A		
SKILLS AND COMPETENCIES						
Reading						
1. Main and Subordinate Ideas	A	A	B	B		
2. Comparisons, Contrasts, Sequences	A	B	B	B		
3. Meaning-Inferential, Literal	D	B	D	D		
4. Predictions, Questions, Conclusion	B	A	B	B		
5. Critical Judgments	B	B	B	C		
6. Varying Reading Speed and Method	B	A	C	C		
7. Features of Reference Materials	B	A	B	C		
Writing						
1. Sentence Structure	B	B	C	B		
2. Organize and Relate Ideas	C	B	B	B		
3. Sentences and Paragraphs	C	B	D	C		
4. Language Style and Format	B	B	B	C		
5. Conceive Ideas	C	B	C	C		
6. Gather Information	C	B	B	C		
7. Restructuring and Rewriting	C	B	C	C		
Speaking, Listening and Viewing						
1. Oral Exchange of Ideas	A	A	A	A		
2. Ask and Answer Questions	A	A	A	A		
3. Spoken Instructions	A	A	A	A		
4. Distinguish Relevant from Irrelevant	C	A	B	B		
5. Comprehend Ideas	B	B	B	B		
6. Verbal and Nonverbal Presentations	C	A	B	C		
7. Oral Presentations	B	A	B	A		
Quantitative Skills						
1. Add, Subtract, Multiply and Divide	A	D	C	D		
2. Use Measurements	A	D	A	D		
3. Ratios and Proportions	A	D	D	D		
4. Spatial Relationships	D	D	D	D		
5. Estimates and Approximations	B	D	C	C		
6. Probability and Statistics	B	D	D	C		
7. Tables, Charts and Graphs	B	D	C	D		
8. Solve Problems	B	D	D	D		
Reasoning and Problem Solving						
1. Inductive and Deductive	B	B	B	A		
2. Conclusions from Information	B	B	B	B		
3. Predictions and Hypotheses	B	B	C	C		
4. Concepts and Generalizations	A	A	A	A		
5. Cause and Effect Relationships	A	A	A	A		
6. Formulate Problems	A	B	B	A		
7. Information Pertinent to Problems	B	B	A	A		
8. Solutions to Problems	B	B	A	A		
9. Creative Thinking Skills	A	A	A	A		
Learning Skills						
1. Goals and Priorities	A	A	A	A		
2. Habits Conducive to Learning	A	A	A	A		
3. Short and Long Term Projects	A	A	A	A		
4. Sources of Information	A	A	B	A		
5. Note Taking	B	B	B	B		

	COURSE OFFERINGS					
	Foodservice	Child Care Serv.	Homemaker/Mgt.	HERO		
UNDERSTANDINGS AND APPLICATIONS						
The Arts: Creative and Performing						
1. Expressing Emotions	D	B	D	D		
2. Appreciate the Arts	D	A	D	D		
3. Art Forms and Style	D	D	D	D		
4. Materials and Tools	D	C	D	D		
5. Language of Each Art Form	D	D	D	D		
6. Aesthetic Qualities	D	D	D	D		
Careers and Vocations						
1. Positive Attitudes Toward Work	A	A	A	A		
2. Employability Skills	A	A	A	A		
3. Range of Occupations	A	A	A	A		
4. Education and Training	A	A	A	A		
5. Personal Economics	A	A	A	A		
6. Interpersonal Skills	A	A	A	A		
Cultures and Languages						
1. Common Characteristics	C	A	A	B		
2. Differences Among People	C	A	A	B		
3. Understanding Other Cultures	D	C	D	C		
4. Structure of Language	D	D	D	D		
5. Commonalities and Differences	D	D	D	D		
6. Foreign Language	D	D	D	D		
History and Social Sciences						
1. Connecticut, U.S. and World	D	D	D	D		
2. U.S. History and Government	C	C	C	B		
3. Economics	A	C	C	B		
4. Political and Economic System	D	D	D	D		
5. Disciplines of History	D	C	D	C		
6. World Geography	C	D	D	D		
7. Critical Thinking	C	B	D	B		
8. Pluralistic Society	C	B	D	B		
9. Mutual Dependence	D	C	C	C		
Literature						
1. Human Experiences	D	B	D	D		
2. Essential Elements	D	D	D	D		
3. Literary Masterpieces	D	C	D	D		
4. Symbolism, Allegory and Myth	D	C	D	D		
5. Literary Themes	D	D	D	D		
6. Literary Works	D	C	D	D		
7. Reading as Lifelong Pursuit	D	B	D	D		
Mathematics						
1. Expressing Quantifiable Ideas	A	D	B	D		
2. Problem Solving	B	C	C	D		
3. Consumer and Job-related Tasks	A	C	A	C		
4. Tools for Solving Problems	A	D	C	C		
5. Physical and Social Phenomena	D	D	D	D		
6. Using Numbers	A	B	C	C		
7. Algebraic and Geometric Concepts	D	D	D	D		
8. Statistical Concepts	B	D	D	C		
Physical Development and Health						
1. Growth and Development	C	A	A	A		
2. Physical Fitness	D	B	D	C		
3. Scientific Principals	C	C	C	D		
4. Social Development	D	A	B	C		
5. Elements of Nutrition	A	A	A	A		
6. Healthy Environment	A	A	A	B		
Science and Technology						
1. Basic Principles of the Science	B	C	B	D		
2. Natural Resources	B	D	C	D		
3. Solving Problems	C	C	D	D		
4. Natural Phenomena	D	C	D	D		
5. Laboratory Measuring	A	C	B	D		
6. Emerging Technologies	C	D	C	C		
7. Potential and Limitations	D	D	B	D		

COMMENTS:
Some of the elements identify a multitude of concepts. The ratings indicate the focus of one or more of the concepts in the elements and are based only upon the components of the elements which are listed. The task force expressed concern that an opportunity be provided for each element to be expanded to reflect additional groups of skills, knowledges and attitudes.

NOTE: Homemaker Home Management program should be taken in combination with the Health Occupations program in order for students to be eligible to receive the certificate required for entry level positions with homemaker home health care agencies.

Vocational Education and the Common Core of Learning
COOPERATIVE WORK EDUCATION

See pages for the full text of each element listed in abbreviated form below.

RATING SCALE
A Element should be given a *major* focus
B Element should be given a *moderate* focus
C Element should be given a *minor* focus
D Element not traditionally a focus

ATTRIBUTES AND ATTITUDES	COURSE OFFERINGS					
	Career Planning	Prep. for Emp.	Work Experience	Human Relations	Communications	VICA
Positive Self-Concept						
1. Worth and Self-esteem	A	A	A	A	A	A
2. Personal Effectiveness	A	A	A	A	A	A
3. Understanding Strengths and Weaknesses	A	A	A	A	A	A
Motivation and Persistence						
1. Pride of Accomplishment	A	A	A	A	A	A
2. Desire to Succeed	A	A	A	A	A	A
3. Tasks and Ambitions	A	A	A	A	A	A
Responsibility and Self-Reliance						
1. Identify Needs and Set Goals	A	A	A	A	A	A
2. Responsibility for Actions	A	A	A	A	A	A
3. Dependability	A	A	A	A	A	A
4. Self-Control	A	A	A	A	A	A
Intellectual Curiosity						
1. Questioning Attitude	A	A	A	A	A	A
2. Independence of Thought	A	A	A	A	A	A
3. Lifelong Learning	A	A	A	A	A	A
Interpersonal Relations						
1. Productive Relationships	A	A	A	A	A	A
2. Concerns and Customs of Others	A	C	A	A	A	A
3. Reach Group Decisions	D	D	A	A	A	A
4. Roles and Responsibilities	A	A	A	A	A	A
Sense of Community						
1. Belonging to a Group	A	C	A	A	A	A
2. Quality of Life	A	A	A	A	A	A
3. Values, Standards and Traditions	A	A	A	A	A	A
4. Historical and Ethnic Heritage	B	C	C	A	A	A
Moral and Ethical Values						
1. Moral and Ethical Conduct	A	A	A	A	A	A
2. Values Affect Choices and Conflicts	A	A	A	A	A	A
3. Moral Judgments and Ethical Decisions	A	A	A	A	A	A

SKILLS AND COMPETENCIES						
Reading						
1. Main and Subordinate Ideas	A	A	A	A	A	A
2. Comparisons, Contrasts, Sequences	A	A	A	C	A	D
3. Meaning-Inferential, Literal	C	D	A	D	A	C
4. Predictions, Questions, Conclusion	A	A	A	A	A	A
5. Critical Judgments	A	A	A	A	A	A
6. Varying Reading Speed and Method	C	A	A	D	C	D
7. Features of Reference Materials	A	C	A	D	C	D
Writing						
1. Sentence Structure	D	A	C	D	A	D
2. Organize and Relate Ideas	D	A	C	D	A	C
3. Sentences and Paragraphs	D	C	C	D	A	D
4. Language Style and Format	D	D	C	C	A	D
5. Conceive Ideas	D	D	A	D	A	D
6. Gather Information	A	D	A	D	A	C
7. Restructuring and Rewriting	C	A	A	D	A	D
Speaking, Listening and Viewing						
1. Oral Exchange of Ideas	C	A	A	A	A	A
2. Ask and Answer Questions	C	A	A	A	A	A
3. Spoken Instructions	C	A	A	A	A	A
4. Distinguish Relevant from Irrelevant	A	A	A	A	A	A
5. Comprehend Ideas	A	A	A	A	A	A
6. Verbal and Nonverbal Presentations	A	A	A	A	A	A
7. Oral Presentations	C	A	A	A	A	A
Quantitative Skills						
1. Add, Subtract, Multiply and Divide	C	C	C	D	D	C
2. Use Measurements	D	D	C	D	D	D
3. Ratios and Proportions	D	D	C	D	D	D
4. Spatial Relationships	D	D	C	D	D	D
5. Estimates and Approximations	D	C	C	D	D	D
6. Probability and Statistics	D	D	C	D	D	D
7. Tables, Charts and Graphs	C	D	C	D	D	D
8. Solve Problems	D	D	C	D	D	D
Reasoning and Problem Solving						
1. Inductive and Deductive	A	A	A	A	A	A
2. Conclusions from Information	A	A	A	A	A	A
3. Predictions and Hypotheses	C	A	A	A	A	A
4. Concepts and Generalizations	A	A	A	A	A	A
5. Cause and Effect Relationships	A	A	A	A	A	A
6. Formulate Problems	D	A	A	A	A	A
7. Information Pertinent to Problems	A	A	A	A	A	A
8. Solutions to Problems	A	A	A	A	A	A
9. Creative Thinking Skills	A	A	A	A	A	A
Learning Skills						
1. Goals and Priorities	A	A	A	A	A	A
2. Habits Conducive to Learning	A	A	A	A	A	A
3. Short and Long Term Projects	A	A	A	A	A	A
4. Sources of Information	A	A	A	A	A	A
5. Note Taking	A	A	A	A	A	A

UNDERSTANDINGS AND APPLICATIONS	COURSE OFFERINGS					
	Career Planning	Prep. for Emp.	Work Experience	Human Relations	Communications	VICA
The Arts: Creative and Performing						
1. Expressing Emotions	D	D	D	D	D	D
2. Appreciate the Arts	D	D	D	D	D	D
3. Art Forms and Style	D	D	D	D	D	D
4. Materials and Tools	D	D	D	D	D	D
5. Language of Each Art Form	D	D	D	D	D	D
6. Aesthetic Qualities	D	D	D	D	D	D
Careers and Vocations						
1. Positive Attitudes Toward Work	A	A	A	A	A	A
2. Employability Skills	A	A	A	A	A	A
3. Range of Occupations	A	A	A	A	A	A
4. Education and Training	A	A	A	A	A	A
5. Personal Economics	A	A	A	A	A	A
6. Interpersonal Skills	A	A	A	A	A	A
Cultures and Languages						
1. Common Characteristics	A	A	A	A	A	A
2. Differences Among People	A	A	A	A	A	A
3. Understanding Other Cultures	A	A	A	A	A	A
4. Structure of Language	D	D	D	D	D	D
5. Commonalities and Differences	D	D	D	D	D	D
6. Foreign Language	D	D	D	D	D	D
History and Social Sciences						
1. Connecticut, U.S. and World	C	D	C	D	D	D
2. U.S. History and Government	D	D	C	D	D	D
3. Economics	A	C	C	D	D	D
4. Political and Economic System	D	D	D	D	D	D
5. Disciplines of History	D	D	D	D	D	D
6. World Geography	D	D	D	D	D	D
7. Critical Thinking	A	D	D	C	C	D
8. Pluralistic Society	C	D	D	D	C	D
9. Mutual Dependence	C	D	D	D	D	D
Literature						
1. Human Experiences	D	D	D	D	D	D
2. Essential Elements	D	D	D	D	D	D
3. Literary Masterpieces	D	D	D	D	D	D
4. Symbolism, Allegory and Myth	D	D	D	D	D	D
5. Literary Themes	D	D	D	D	D	D
6. Literary Works	D	D	D	D	D	D
7. Reading as Lifelong Pursuit	D	D	D	D	D	D
Mathematics						
1. Expressing Quantifiable Ideas	D	D	C	D	D	D
2. Problem Solving	D	D	A	D	D	D
3. Consumer and Job-related Tasks	C	C	A	D	D	D
4. Tools for Solving Problems	D	D	A	D	D	C
5. Physical and Social Phenomena	D	D	D	D	D	D
6. Using Numbers	D	D	A	D	D	D
7. Algebraic and Geometric Concepts	D	D	C	D	D	D
8. Statistical Concepts	A	D	C	D	D	D
Physical Development and Health						
1. Growth and Development	C	C	C	C	D	D
2. Physical Fitness	D	D	D	D	D	D
3. Scientific Principals	D	D	C	D	D	D
4. Social Development	D	D	D	C	D	D
5. Elements of Nutrition	A	A	A	A	D	D
6. Healthy Environment	A	A	A	A	D	C
Science and Technology						
1. Basic Principles of the Science	D	D	C	D	D	C
2. Natural Resources	C	D	C	D	D	C
3. Solving Problems	D	D	C	D	D	C
4. Natural Phenomena	D	D	C	D	D	C
5. Laboratory Measuring	D	D	C	D	D	C
6. Emerging Technologies	A	C	C	D	D	C
7. Potential and Limitations	A	D	C	D	D	C

COMMENTS:
Many of these concepts and activities are part of the on-the-job learning experience, an extension of the classroom. Cooperating employees are responsible for their inculcation using state-approved training plans and state CWE DO guidelines.

Vocational Education and the Common Core of Learning
HEALTH OCCUPATIONAL EDUCATION

See pages for the full text of each element listed in abbreviated form below.

RATING SCALE
A Element should be given a *major* focus
B Element should be given a *moderate* focus
C Element should be given a *minor* focus
D Element not traditionally a focus

ATTRIBUTES AND ATTITUDES	Intro. to H. Car.	Nurse Assistant	Allied Health	Med. Lab Asst.	VICA
Positive Self-Concept					
1. Worth and Self-esteem	A	A	A	A	A
2. Personal Effectiveness	A	A	A	A	A
3. Understanding Strengths and Weaknesses	B	A	A	A	A
Motivation and Persistence					
1. Pride of Accomplishment	B	A	A	A	A
2. Desire to Succeed	A	A	A	A	A
3. Tasks and Ambitions	B	A	A	A	A
Responsibility and Self-Reliance					
1. Identify Needs and Set Goals	A	A	A	A	A
2. Responsibility for Actions	A	A	A	A	A
3. Dependability	B	A	A	A	A
4. Self-Control	B	A	A	A	A
Intellectual Curiosity					
1. Questioning Attitude	A	A	A	A	A
2. Independence of Thought	A	A	A	A	A
3. Lifelong Learning	A	A	A	A	A
Interpersonal Relations					
1. Productive Relationships	A	A	A	A	A
2. Concerns and Customs of Others	A	A	A	A	A
3. Reach Group Decisions	A	A	A	A	A
4. Roles and Responsibilities	A	A	A	A	A
Sense of Community					
1. Belonging to a Group	A	A	A	A	A
2. Quality of Life	A	A	A	A	A
3. Values, Standards and Traditions	A	A	A	A	A
4. Historical and Ethnic Heritage	A	A	A	A	A
Moral and Ethical Values					
1. Moral and Ethical Conduct	A	A	A	A	A
2. Values Affect Choices and Conflicts	A	A	A	A	A
3. Moral Judgments and Ethical Decisions	A	A	A	A	A

SKILLS AND COMPETENCIES	Intro. to H. Car.	Nurse Assistant	Allied Health	Med. Lab Asst.	VICA
Reading					
1. Main and Subordinate Ideas	A	A	A	A	B
2. Comparisons, Contrasts, Sequences	A	A	A	A	B
3. Meaning-Inferential, Literal	A	A	A	B	B
4. Predictions, Questions, Conclusion	C	C	C	B	D
5. Critical Judgments	C	C	C	B	D
6. Varying Reading Speed and Method	C	C	C	A	D
7. Features of Reference Materials	C	C	C	D	D
Writing					
1. Sentence Structure	B	B	B	B	A
2. Organize and Relate Ideas	A	A	A	A	A
3. Sentences and Paragraphs	B	B	B	B	A
4. Language Style and Format	A	A	A	A	A
5. Conceive Ideas	C	C	C	C	A
6. Gather Information	B	B	B	B	B
7. Restructuring and Rewriting	C	C	C	C	A
Speaking, Listening and Viewing					
1. Oral Exchange of Ideas	A	A	A	A	A
2. Ask and Answer Questions	A	A	A	A	A
3. Spoken Instructions	A	A	A	A	A
4. Distinguish Relevant from Irrelevant	A	A	A	A	A
5. Comprehend Ideas	B	B	B	B	B
6. Verbal and Nonverbal Presentations	A	A	A	A	A
7. Oral Presentations	A	A	A	A	A
Quantitative Skills					
1. Add, Subtract, Multiply and Divide	B	B	B	A	B
2. Use Measurements	C	C	C	A	D
3. Ratios and Proportions	D	D	D	B	D
4. Spatial Relationships	D	D	D	D	D
5. Estimates and Approximations	B	B	B	C	D
6. Probability and Statistics	D	D	D	D	B
7. Tables, Charts and Graphs	B	B	B	A	D
8. Solve Problems	D	D	D	A	D
Reasoning and Problem Solving					
1. Inductive and Deductive	B	B	B	B	B
2. Conclusions from Information	A	A	A	A	A
3. Predictions and Hypotheses	C	C	C	A	C
4. Concepts and Generalizations	A	A	A	A	A
5. Cause and Effect Relationships	A	A	A	A	A
6. Formulate Problems	A	A	A	A	A
7. Information Pertinent to Problems	A	A	A	A	A
8. Solutions to Problems	A	A	A	B	A
9. Creative Thinking Skills	A	A	A	D	A
Learning Skills					
1. Goals and Priorities	A	A	A	A	A
2. Habits Conducive to Learning	A	A	A	A	A
3. Short and Long Term Projects	A	A	A	A	A
4. Sources of Information	A	A	A	A	A
5. Note Taking	A	A	A	A	A

UNDERSTANDINGS AND APPLICATIONS	Intro. to H. Car.	Nurse Assistant	Allied Health	Med. Lab Asst.	VICA
The Arts: Creative and Performing					
1. Expressing Emotions	D	D	D	D	D
2. Appreciate the Arts	D	D	D	D	D
3. Art Forms and Style	D	D	D	D	D
4. Materials and Tools	D	D	D	D	D
5. Language of Each Art Form	D	D	D	D	D
6. Aesthetic Qualities	D	D	D	D	D
Careers and Vocations					
1. Positive Attitudes Toward Work	A	A	A	A	A
2. Employability Skills	A	A	A	A	A
3. Range of Occupations	A	A	A	A	A
4. Education and Training	A	A	A	A	A
5. Personal Economics	B	B	B	B	A
6. Interpersonal Skills	A	A	A	A	A
Cultures and Languages					
1. Common Characteristics	A	A	A	A	A
2. Differences Among People	A	A	A	A	A
3. Understanding Other Cultures	D	D	D	D	D
4. Structure of Language	D	D	D	D	D
5. Commonalities and Differences	C	C	C	C	C
6. Foreign Language	D	D	D	D	D
History and Social Sciences					
1. Connecticut, U.S. and World	D	D	D	D	A
2. U.S. History and Government	D	D	D	D	A
3. Economics	D	D	D	D	C
4. Political and Economic System	D	D	D	D	B
5. Disciplines of History	D	D	D	D	B
6. World Geography	D	D	D	D	C
7. Critical Thinking	A	A	A	A	A
8. Pluralistic Society	D	D	D	D	B
9. Mutual Dependence	D	D	D	D	A
Literature					
1. Human Experiences	D	D	D	D	D
2. Essential Elements	D	D	D	D	B
3. Literary Masterpieces	D	D	D	D	D
4. Symbolism, Allegory and Myth	D	D	D	D	D
5. Literary Themes	D	D	D	D	A
6. Literary Works	D	D	D	D	D
7. Reading as Lifelong Pursuit	D	D	D	D	A
Mathematics					
1. Expressing Quantifiable Ideas	D	D	D	B	D
2. Problem Solving	D	D	D	B	D
3. Consumer and Job-related Tasks	B	B	B	A	B
4. Tools for Solving Problems	D	D	D	A	D
5. Physical and Social Phenomena	D	D	D	B	D
6. Using Numbers	D	B	B	A	D
7. Algebraic and Geometric Concepts	D	D	D	B	D
8. Statistical Concepts	D	D	D	A	D
Physical Development and Health					
1. Growth and Development	A	A	A	B	A
2. Physical Fitness	A	A	A	D	A
3. Scientific Principals	A	A	A	B	A
4. Social Development	A	A	A	D	A
5. Elements of Nutrition	A	A	A	A	A
6. Healthy Environment	A	A	A	D	A
Science and Technology					
1. Basic Principles of the Science	A	A	A	A	D
2. Natural Resources	B	A	A	A	A
3. Solving Problems	D	D	D	B	D
4. Natural Phenomena	B	A	A	A	D
5. Laboratory Measuring	A	A	A	A	D
6. Emerging Technologies	A	A	A	A	A
7. Potential and Limitations	A	A	A	B	A

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Vocational Education and the Common Core of Learning
MARKETING EDUCATION

See pages for the full text of each element listed in abbreviated form below.

RATING SCALE
- A Element should be given a *major* focus
- B Element should be given a *moderate* focus
- C Element should be given a *minor* focus
- D Element not traditionally a focus

ATTRIBUTES AND ATTITUDES	Func. of Mark.	Eco. Found.	Hum. Rel. Found.	Mar. & Bus. Found.	Coop. Wk. Ed.	DECA
Positive Self-Concept						
1. Worth and Self-esteem	A	A	A	A	A	A
2. Personal Effectiveness	A	A	A	A	A	A
3. Understanding Strengths and Weaknesses	A	A	A	A	A	A
Motivation and Persistence						
1. Pride of Accomplishment	A	A	A	A	A	A
2. Desire to Succeed	A	A	A	A	A	A
3. Tasks and Ambitions	A	A	A	A	A	A
Responsibility and Self-Reliance						
1. Identify Needs and Set Goals	A	A	A	A	A	A
2. Responsibility for Actions	A	A	A	A	A	A
3. Dependability	A	A	A	A	A	A
4. Self-Control	A	A	A	A	A	A
Intellectual Curiosity						
1. Questioning Attitude	A	A	A	A	A	A
2. Independence of Thought	A	A	A	A	A	A
3. Lifelong Learning	A	A	A	A	A	A
Interpersonal Relations						
1. Productive Relationships	A	A	A	A	A	A
2. Concerns and Customs of Others	A	A	A	A	A	A
3. Reach Group Decisions	A	A	A	A	A	A
4. Roles and Responsibilities	A	A	A	A	A	A
Sense of Community						
1. Belonging to a Group	A	A	A	A	A	A
2. Quality of Life	A	A	A	A	A	A
3. Values, Standards and Traditions	A	A	A	A	A	A
4. Historical and Ethnic Heritage	A	A	A	A	A	A
Moral and Ethical Values						
1. Moral and Ethical Conduct	A	A	A	A	A	A
2. Values Affect Choices and Conflicts	A	A	A	A	A	A
3. Moral Judgments and Ethical Decisions	A	A	A	A	A	A

SKILLS AND COMPETENCIES	Func. of Mark.	Eco. Found.	Hum. Rel. Found.	Mar. & Bus. Found.	Coop. Wk. Ed.	DECA
Reading						
1. Main and Subordinate Ideas	A	A	B	B	B	B
2. Comparisons, Contrasts, Sequences	B	B	B	B	B	B
3. Meaning-Inferential, Literal	B	B	B	B	B	B
4. Predictions, Questions, Conclusion	A	A	A	B	B	B
5. Critical Judgments	B	B	B	B	B	B
6. Varying Reading Speed and Method	B	B	B	B	C	B
7. Features of Reference Materials	B	B	B	B	C	B
Writing						
1. Sentence Structure	A	A	A	A	A	A
2. Organize and Relate Ideas	B	B	B	B	B	A
3. Sentences and Paragraphs	B	B	B	B	B	A
4. Language Style and Format	B	B	B	B	B	A
5. Conceive Ideas	B	B	B	B	B	A
6. Gather Information	B	B	B	B	B	A
7. Restructuring and Rewriting	B	B	B	B	B	A
Speaking, Listening and Viewing						
1. Oral Exchange of Ideas	A	A	A	A	A	A
2. Ask and Answer Questions	A	A	A	A	A	A
3. Spoken Instructions	A	A	A	A	A	A
4. Distinguish Relevant from Irrelevant	B	B	A	B	A	A
5. Comprehend Ideas	A	B	A	B	A	B
6. Verbal and Nonverbal Presentations	B	B	B	B	B	B
7. Oral Presentations	A	A	A	A	A	A
Quantitative Skills						
1. Add, Subtract, Multiply and Divide	A	A	A	A	B	A
2. Use Measurements	B	B	B	B	B	B
3. Ratios and Proportions	B	B	B	B	B	B
4. Spatial Relationships	B	C	B	B	C	B
5. Estimates and Approximations	B	B	B	B	B	B
6. Probability and Statistics	B	B	B	B	D	B
7. Tables, Charts and Graphs	B	B	B	B	B	B
8. Solve Problems	B	B	B	B	B	B
Reasoning and Problem Solving						
1. Inductive and Deductive	B	B	B	B	B	B
2. Conclusions from Information	A	B	B	B	B	A
3. Predictions and Hypotheses	B	B	B	B	D	B
4. Concepts and Generalizations	A	A	B	B	B	A
5. Cause and Effect Relationships	B	B	B	B	B	B
6. Formulate Problems	B	B	B	B	B	A
7. Information Pertinent to Problems	B	B	B	B	B	B
8. Solutions to Problems	B	B	B	B	B	B
9. Creative Thinking Skills	B	B	B	B	A	A
Learning Skills						
1. Goals and Priorities	A	A	A	A	A	A
2. Habits Conducive to Learning	B	B	B	A	B	A
3. Short and Long Term Projects	A	A	A	B	A	A
4. Sources of Information	A	A	A	A	B	A
5. Note Taking	A	A	A	A	B	B

UNDERSTANDINGS AND APPLICATIONS	Func. of Mark.	Eco. Found.	Hum. Rel. Found.	Mar. & Bus. Found.	Coop. Wk. Ed.	DECA
The Arts: Creative and Performing						
1. Expressing Emotions	C	D	B	B	B	B
2. Appreciate the Arts	B	B	B	C	B	B
3. Art Forms and Style	B	B	B	B	B	B
4. Materials and Tools	B	D	D	C	B	B
5. Language of Each Art Form	D	D	D	D	D	D
6. Aesthetic Qualities	D	D	D	D	D	D
Careers and Vocations						
1. Positive Attitudes Toward Work	A	A	A	A	A	A
2. Employability Skills	A	A	A	A	A	A
3. Range of Occupations	A	A	A	A	A	A
4. Education and Training	A	A	A	A	A	A
5. Personal Economics	A	A	A	A	A	A
6. Interpersonal Skills	A	A	A	A	A	A
Cultures and Languages						
1. Common Characteristics	B	B	A	B	B	B
2. Differences Among People	B	B	B	B	B	B
3. Understanding Other Cultures	B	B	B	B	B	B
4. Structure of Language	B	B	B	B	B	B
5. Commonalities and Differences	D	D	D	D	D	D
6. Foreign Language	D	D	D	D	D	D
History and Social Sciences						
1. Connecticut, U.S. and World	B	A	B	B	C	B
2. U.S. History and Government	A	A	A	A	B	A
3. Economics	A	A	A	A	A	A
4. Political and Economic System	A	A	A	A	B	A
5. Disciplines of History	A	A	B	A	B	A
6. World Geography	B	B	B	C	C	C
7. Critical Thinking	B	B	B	B	C	B
8. Pluralistic Society	B	B	B	B	B	B
9. Mutual Dependence	A	A	B	B	B	B
Literature						
1. Human Experiences	B	B	B	C	C	B
2. Essential Elements	D	D	D	D	D	D
3. Literary Masterpieces	D	D	D	D	D	D
4. Symbolism, Allegory and Myth	D	D	D	D	D	D
5. Literary Themes	D	D	D	D	D	D
6. Literary Works	D	D	D	D	D	D
7. Reading as Lifelong Pursuit	A	A	A	A	B	A
Mathematics						
1. Expressing Quantifiable Ideas	B	B	B	B	B	B
2. Problem Solving	B	B	B	C	B	B
3. Consumer and Job-related Tasks	A	A	A	A	A	A
4. Tools for Solving Problems	A	A	A	A	A	A
5. Physical and Social Phenomena	B	B	A	B	B	B
6. Using Numbers	A	A	A	A	A	A
7. Algebraic and Geometric Concepts	D	D	D	D	D	D
8. Statistical Concepts	A	A	A	A	B	A
Physical Development and Health						
1. Growth and Development	D	D	B	D	B	B
2. Physical Fitness	D	D	D	D	D	D
3. Scientific Principals	D	D	D	D	D	D
4. Social Development	C	D	C	C	B	B
5. Elements of Nutrition	B	B	B	B	B	B
6. Healthy Environment	B	B	B	B	A	B
Science and Technology						
1. Basic Principles of the Science	D	D	D	D	D	D
2. Natural Resources	B	B	B	B	B	B
3. Solving Problems	D	D	D	D	D	D
4. Natural Phenomena	D	D	D	D	D	D
5. Laboratory Measuring	D	D	D	D	D	D
6. Emerging Technologies	B	B	B	B	B	B
7. Potential and Limitations	B	B	B	C	C	C

Vocational Education and the Common Core of Learning
TECHNOLOGY EDUCATION

See pages for the full text of each element listed in abbreviated form below.

RATING SCALE
- A Element should be given a *major* focus
- B Element should be given a *moderate* focus
- C Element should be given a *minor* focus
- D Element not traditionally a focus

	COURSE OFFERINGS					
	Exploratory	Communication	Construction	Manufacturing	Transportation	AIASA Assoc.
ATTRIBUTES AND ATTITUDES						
Positive Self-Concept						
1. Worth and Self-esteem	A	A	A	A	A	A
2. Personal Effectiveness	B	A	A	A	A	A
3. Understanding Strengths and Weaknesses	B	A	A	A	A	A
Motivation and Persistence						
1. Pride of Accomplishment	A	A	A	A	A	A
2. Desire to Succeed	A	A	A	A	A	A
3. Tasks and Ambitions	B	A	A	A	A	A
Responsibility and Self-Reliance						
1. Identify Needs and Set Goals	B	A	A	A	A	A
2. Responsibility for Actions	A	A	A	A	A	A
3. Dependability	A	A	A	A	A	A
4. Self-Control	A	A	A	A	A	A
Intellectual Curiosity						
1. Questioning Attitude	A	A	A	A	A	A
2. Independence of Thought	B	A	A	A	A	A
3. Lifelong Learning	A	A	A	A	A	A
Interpersonal Relations						
1. Productive Relationships	A	A	A	A	A	A
2. Concerns and Customs of Others	A	A	A	A	A	A
3. Reach Group Decisions	B	B	B	B	B	A
4. Roles and Responsibilities	A	B	B	B	B	A
Sense of Community						
1. Belonging to a Group	A	A	A	A	A	A
2. Quality of Life	A	A	A	A	A	A
3. Values, Standards and Traditions	A	A	A	A	A	B
4. Historical and Ethnic Heritage	B	B	B	B	B	B
Moral and Ethical Values						
1. Moral and Ethical Conduct	A	A	A	A	A	A
2. Values Affect Choices and Conflicts	B	A	A	A	A	A
3. Moral Judgments and Ethical Decisions	A	A	A	A	A	A
SKILLS AND COMPETENCIES						
Reading						
1. Main and Subordinate Ideas	A	A	A	A	A	A
2. Comparisons, Contrasts, Sequences	D	A	A	A	A	A
3. Meaning-Inferential, Literal	D	D	D	D	D	B
4. Predictions, Questions, Conclusion	B	A	A	A	A	A
5. Critical Judgments	A	A	A	A	A	A
6. Varying Reading Speed and Method	B	A	A	A	A	A
7. Features of Reference Materials	A	A	A	A	A	A
Writing						
1. Sentence Structure	A	A	A	A	A	A
2. Organize and Relate Ideas	B	A	A	A	A	A
3. Sentences and Paragraphs	C	B	B	B	B	B
4. Language Style and Format	C	B	B	B	B	B
5. Conceive Ideas	B	B	B	B	B	A
6. Gather Information	A	A	A	A	A	A
7. Restructuring and Rewriting	B	A	A	A	A	A
Speaking, Listening and Viewing						
1. Oral Exchange of Ideas	A	A	A	A	A	A
2. Ask and Answer Questions	A	A	A	A	A	A
3. Spoken Instructions	A	A	A	A	A	A
4. Distinguish Relevant from Irrelevant	B	A	A	A	A	A
5. Comprehend Ideas	B	B	B	B	B	A
6. Verbal and Nonverbal Presentations	B	A	A	A	A	A
7. Oral Presentations	A	A	A	A	A	A
Quantitative Skills						
1. Add, Subtract, Multiply and Divide	A	A	A	A	A	A
2. Use Measurements	A	A	A	A	A	A
3. Ratios and Proportions	B	A	A	A	A	A
4. Spatial Relationships	A	A	A	A	A	A
5. Estimates and Approximations	A	A	A	A	A	A
6. Probability and Statistics	B	A	A	A	A	B
7. Tables, Charts and Graphs	A	A	A	A	A	A
8. Solve Problems	A	A	A	A	A	A
Reasoning and Problem Solving						
1. Inductive and Deductive	B	A	A	A	A	A
2. Conclusions from Information	A	A	A	A	A	A
3. Predictions and Hypotheses	B	A	A	A	A	A
4. Concepts and Generalizations	A	A	A	A	A	A
5. Cause and Effect Relationships	A	A	A	A	A	A
6. Formulate Problems	A	A	A	A	A	A
7. Information Pertinent to Problems	A	A	A	A	A	A
8. Solutions to Problems	A	A	A	A	A	A
9. Creative Thinking Skills	B	A	A	A	A	A
Learning Skills						
1. Goals and Priorities	A	A	A	A	A	A
2. Habits Conducive to Learning	A	A	A	A	A	A
3. Short and Long Term Projects	A	A	A	A	A	A
4. Sources of Information	A	A	A	A	A	A
5. Note Taking	A	A	A	A	A	A

	COURSE OFFERINGS					
	Exploratory	Communication	Construction	Manufacturing	Transportation	AIASA Assoc.
UNDERSTANDINGS AND APPLICATIONS						
The Arts: Creative and Performing						
1. Expressing Emotions	B	B	B	C	C	B
2. Appreciate the Arts	D	B	D	D	D	B
3. Art Forms and Style	B	C	C	C	C	B
4. Materials and Tools	B	B	B	B	B	C
5. Language of Each Art Form	D	C	D	D	D	D
6. Aesthetic Qualities	D	C	C	D	D	D
Careers and Vocations						
1. Positive Attitudes Toward Work	A	A	A	A	A	A
2. Employability Skills	A	A	A	A	A	A
3. Range of Occupations	A	A	A	A	A	A
4. Education and Training	A	A	A	A	A	A
5. Personal Economics	A	A	A	A	A	A
6. Interpersonal Skills	A	A	A	A	A	A
Cultures and Languages						
1. Common Characteristics	D	D	D	D	D	D
2. Differences Among People	D	D	D	D	D	D
3. Understanding Other Cultures	D	D	D	D	D	D
4. Structure of Language	D	D	D	D	D	D
5. Commonalities and Differences	D	D	D	D	D	D
6. Foreign Language	D	D	D	D	D	D
History and Social Sciences						
1. Connecticut, U.S. and World	C	B	B	B	B	B
2. U.S. History and Government	D	D	D	D	D	A
3. Economics	C	B	B	B	B	A
4. Political and Economic System	D	D	D	D	D	D
5. Disciplines of History	D	D	D	D	D	D
6. World Geography	C	B	B	B	B	B
7. Critical Thinking	B	C	C	C	C	B
8. Pluralistic Society	D	D	D	D	D	D
9. Mutual Dependence	B	B	B	B	B	B
Literature						
1. Human Experiences	D	D	D	D	D	D
2. Essential Elements	D	D	D	D	D	D
3. Literary Masterpieces	D	D	D	D	D	D
4. Symbolism, Allegory and Myth	D	D	D	D	D	D
5. Literary Themes	D	D	D	D	D	D
6. Literary Works	D	D	D	D	D	D
7. Reading as Lifelong Pursuit	C	B	B	B	B	B
Mathematics						
1. Expressing Quantifiable Ideas	B	A	A	A	A	D
2. Problem Solving	B	A	A	A	A	D
3. Consumer and Job-related Tasks	B	A	A	A	A	A
4. Tools for Solving Problems	A	A	A	A	A	A
5. Physical and Social Phenomena	C	B	B	B	B	D
6. Using Numbers	B	A	A	A	A	B
7. Algebraic and Geometric Concepts	B	A	A	A	A	B
8. Statistical Concepts	C	A	A	A	A	B
Physical Development and Health						
1. Growth and Development	D	D	D	D	D	D
2. Physical Fitness	D	D	D	D	D	D
3. Scientific Principals	B	B	B	B	B	B
4. Social Development	D	D	D	D	D	D
5. Elements of Nutrition	A	A	A	A	A	A
6. Healthy Environment	A	A	A	A	A	A
Science and Technology						
1. Basic Principles of the Science	B	A	A	A	A	
2. Natural Resources	A	A	A	A	A	A
3. Solving Problems	B	A	A	A	A	A
4. Natural Phenomena	B	A	A	A	A	B
5. Laboratory Measuring	A	A	A	A	A	A
6. Emerging Technologies	A	A	A	A	A	A
7. Potential and Limitations	B	A	A	A	A	A

Vocational Education and the Common Core of Learning
TRADE AND INDUSTRIAL EDUCATION

See pages for the full text of each element listed in abbreviated form below.

RATING SCALE
- A Element should be given a *major* focus
- B Element should be given a *moderate* focus
- C Element should be given a *minor* focus
- D Element not traditionally a focus

ATTRIBUTES AND ATTITUDES	COURSE OFFERINGS					
	Automotives	Construction	Metals Machining	Electronics	Graphics	VICA
Positive Self-Concept						
1. Worth and Self-esteem	A	A	A	A	A	A
2. Personal Effectiveness	A	A	A	A	A	A
3. Understanding Strengths and Weaknesses	A	A	A	A	A	A
Motivation and Persistence						
1. Pride of Accomplishment	A	A	A	A	A	A
2. Desire to Succeed	A	A	A	A	A	A
3. Tasks and Ambitions	A	A	A	A	A	A
Responsibility and Self-Reliance						
1. Identify Needs and Set Goals	B	B	B	B	B	A
2. Responsibility for Actions	A	A	A	A	A	A
3. Dependability	A	A	A	A	A	A
4. Self-Control	A	A	A	A	A	A
Intellectual Curiosity						
1. Questioning Attitude	A	A	A	A	A	A
2. Independence of Thought	A	A	A	A	A	A
3. Lifelong Learning	A	A	A	A	A	A
Interpersonal Relations						
1. Productive Relationships	A	A	A	A	A	A
2. Concerns and Customs of Others	A	A	A	A	A	A
3. Reach Group Decisions	A	A	A	A	A	A
4. Roles and Responsibilities	B	B	B	B	B	A
Sense of Community						
1. Belonging to a Group	A	A	A	A	A	A
2. Quality of Life	B	B	B	B	B	A
3. Values, Standards and Traditions	B	B	B	B	B	A
4. Historical and Ethnic Heritage	A	A	A	A	A	B
Moral and Ethical Values						
1. Moral and Ethical Conduct	A	A	A	A	A	A
2. Values Affect Choices and Conflicts	A	A	A	A	A	A
3. Moral Judgments and Ethical Decisions	A	A	A	A	A	A

SKILLS AND COMPETENCIES						
Reading						
1. Main and Subordinate Ideas	B	B	B	B	B	A
2. Comparisons, Contrasts, Sequences	B	B	B	B	B	A
3. Meaning-Inferential, Literal	B	B	B	B	B	A
4. Predictions, Questions, Conclusion	B	B	B	B	B	A
5. Critical Judgments	B	B	B	B	B	A
6. Varying Reading Speed and Method	B	B	B	B	B	B
7. Features of Reference Materials	A	A	A	A	A	A
Writing						
1. Sentence Structure	B	B	B	B	B	A
2. Organize and Relate Ideas	B	B	B	B	B	A
3. Sentences and Paragraphs	B	B	B	B	B	A
4. Language Style and Format	B	B	B	B	B	A
5. Conceive Ideas	B	B	B	B	B	A
6. Gather Information	B	B	B	B	B	A
7. Restructuring and Rewriting	B	B	B	B	B	A
Speaking, Listening and Viewing						
1. Oral Exchange of Ideas	A	A	A	A	A	A
2. Ask and Answer Questions	A	A	A	A	A	A
3. Spoken Instructions	A	A	A	A	A	A
4. Distinguish Relevant from Irrelevant	A	A	A	A	A	A
5. Comprehend Ideas	A	A	A	A	A	A
6. Verbal and Nonverbal Presentations	A	A	A	A	A	A
7. Oral Presentations	B	B	B	B	B	A
Quantitative Skills						
1. Add, Subtract, Multiply and Divide	A	A	A	A	A	A
2. Use Measurements	A	A	A	A	A	A
3. Ratios and Proportions	A	A	A	A	A	A
4. Spatial Relationships	A	A	A	A	A	A
5. Estimates and Approximations	A	A	A	A	A	A
6. Probability and Statistics	B	B	B	B	B	A
7. Tables, Charts and Graphs	B	B	B	B	B	A
8. Solve Problems	A	A	A	A	A	A
Reasoning and Problem Solving						
1. Inductive and Deductive	A	A	A	A	A	A
2. Conclusions from Information	A	A	A	A	A	A
3. Predictions and Hypotheses	A	A	A	A	A	A
4. Concepts and Generalizations	A	A	A	A	A	A
5. Cause and Effect Relationships	A	A	A	A	A	A
6. Formulate Problems	A	A	A	A	A	A
7. Information Pertinent to Problems	A	A	A	A	A	A
8. Solutions to Problems	A	A	A	A	A	A
9. Creative Thinking Skills	A	A	A	A	A	A
Learning Skills						
1. Goals and Priorities	A	A	A	A	A	A
2. Habits Conducive to Learning	A	A	A	A	A	A
3. Short and Long Term Projects	A	A	A	A	A	A
4. Sources of Information	A	A	A	A	A	A
5. Note Taking	A	A	A	A	A	A

UNDERSTANDINGS AND APPLICATIONS	COURSE OFFERINGS					
	Automotives	Construction	Metals Machining	Electronics	Graphics	VICA
The Arts: Creative and Performing						
1. Expressing Emotions	B	B	B	B	B	B
2. Appreciate the Arts	B	B	B	B	B	B
3. Art Forms and Style	B	B	B	B	B	A
4. Materials and Tools	B	B	B	B	B	A
5. Language of Each Art Form	D	D	D	D	D	D
6. Aesthetic Qualities	B	B	B	B	B	B
Careers and Vocations						
1. Positive Attitudes Toward Work	A	A	A	A	A	A
2. Employability Skills	A	A	A	A	A	A
3. Range of Occupations	A	A	A	A	A	A
4. Education and Training	A	A	A	A	A	A
5. Personal Economics	A	A	A	A	A	A
6. Interpersonal Skills	A	A	A	A	A	A
Cultures and Languages						
1. Common Characteristics	A	A	A	A	A	A
2. Differences Among People	A	A	A	A	A	A
3. Understanding Other Cultures	B	B	B	B	B	A
4. Structure of Language	D	D	D	D	D	D
5. Commonalities and Differences	D	D	D	D	D	D
6. Foreign Language	D	D	D	D	D	D
History and Social Sciences						
1. Connecticut, U.S. and World	B	B	B	B	B	B
2. U.S. History and Government	B	B	B	B	B	B
3. Economics	A	A	A	A	A	A
4. Political and Economic System	B	B	B	B	B	A
5. Disciplines of History	D	D	D	D	D	C
6. World Geography	C	C	C	C	C	B
7. Critical Thinking	B	B	B	B	B	A
8. Pluralistic Society	B	B	B	B	B	B
9. Mutual Dependence	B	B	B	B	B	A
Literature						
1. Human Experiences	D	D	D	D	D	D
2. Essential Elements	D	D	D	D	D	D
3. Literary Masterpieces	D	D	D	D	D	D
4. Symbolism, Allegory and Myth	D	D	D	D	D	D
5. Literary Themes	D	D	D	D	D	D
6. Literary Works	D	D	D	D	D	D
7. Reading as Lifelong Pursuit	B	B	B	B	B	A
Mathematics						
1. Expressing Quantifiable Ideas	A	A	A	A	A	A
2. Problem Solving	A	A	A	A	A	A
3. Consumer and Job-related Tasks	A	A	A	A	A	A
4. Tools for Solving Problems	A	A	A	A	A	A
5. Physical and Social Phenomena	A	A	A	A	A	A
6. Using Numbers	A	A	A	A	A	A
7. Algebraic and Geometric Concepts	A	A	A	A	A	A
8. Statistical Concepts	C	C	C	C	C	A
Physical Development and Health						
1. Growth and Development	B	B	B	B	B	A
2. Physical Fitness	D	D	D	D	D	B
3. Scientific Principals	A	A	A	A	A	B
4. Social Development	D	D	D	D	D	A
5. Elements of Nutrition	A	A	A	A	A	A
6. Healthy Environment	A	A	A	A	A	A
Science and Technology						
1. Basic Principles of the Science	A	A	A	A	A	A
2. Natural Resources	A	A	A	A	A	A
3. Solving Problems	A	A	A	A	A	A
4. Natural Phenomena	B	B	B	B	B	A
5. Laboratory Measuring	A	A	A	A	A	A
6. Emerging Technologies	A	A	A	A	A	A
7. Potential and Limitations	A	A	A	A	A	A

Vocational Education and the Common Core of Learning
VOCATIONAL EDUCATION IN AGRICULTURE

See pages for the full text of each element listed in abbreviated form below.

RATING SCALE
- A Element should be given a *major* focus
- B Element should be given a *moderate* focus
- C Element should be given a *minor* focus
- D Element not traditionally a focus

	COURSE OFFERINGS					
	Animal Science	Plant Science	Agricultural Mech.	Natural Resources	Agri. Business Mg.	FFA
ATTRIBUTES AND ATTITUDES						
Positive Self-Concept						
1. Worth and Self-esteem	A	A	A	A	A	A
2. Personal Effectiveness	A	A	A	A	A	A
3. Understanding Strengths and Weaknesses	A	A	A	A	A	A
Motivation and Persistence						
1. Pride of Accomplishment	A	A	A	A	A	A
2. Desire to Succeed	A	A	A	A	A	A
3. Tasks and Ambitions	A	A	A	A	A	A
Responsibility and Self-Reliance						
1. Identify Needs and Set Goals	A	A	A	A	A	A
2. Responsibility for Actions	A	A	A	A	A	A
3. Dependability	A	A	A	A	A	A
4. Self-Control	B	B	B	B	B	B
Intellectual Curiosity						
1. Questioning Attitude	A	A	A	A	A	A
2. Independence of Thought	B	B	B	B	B	A
3. Lifelong Learning	A	A	A	A	A	B
Interpersonal Relations						
1. Productive Relationships	B	B	B	B	B	A
2. Concerns and Customs of Others	C	C	C	C	C	A
3. Reach Group Decisions	B	A	A	A	C	A
4. Roles and Responsibilities	C	C	C	C	C	A
Sense of Community						
1. Belonging to a Group	A	A	A	A	A	A
2. Quality of Life	C	C	C	C	C	A
3. Values, Standards and Traditions	C	C	C	C	C	A
4. Historical and Ethnic Heritage	C	C	C	C	C	C
Moral and Ethical Values						
1. Moral and Ethical Conduct	B	B	B	B	B	A
2. Values Affect Choices and Conflicts	C	C	C	C	C	B
3. Moral Judgments and Ethical Decisions	C	C	C	C	C	B
SKILLS AND COMPETENCIES						
Reading						
1. Main and Subordinate Ideas	A	A	A	A	A	A
2. Comparisons, Contrasts, Sequences	A	A	A	A	A	A
3. Meaning-Inferential, Literal	C	C	C	C	C	C
4. Predictions, Questions, Conclusion	B	B	C	B	B	B
5. Critical Judgments	B	B	B	B	B	B
6. Varying Reading Speed and Method	C	C	C	C	C	C
7. Features of Reference Materials	A	A	A	A	A	A
Writing						
1. Sentence Structure	A	A	A	A	A	A
2. Organize and Relate Ideas	B	B	B	B	B	B
3. Sentences and Paragraphs	C	C	C	C	C	B
4. Language Style and Format	C	C	C	C	C	A
5. Conceive Ideas	C	C	C	C	C	B
6. Gather Information	B	B	B	B	B	A
7. Restructuring and Rewriting	B	B	B	B	A	A
Speaking, Listening and Viewing						
1. Oral Exchange of Ideas	A	A	A	A	A	A
2. Ask and Answer Questions	A	A	A	A	A	A
3. Spoken Instructions	A	A	A	A	A	A
4. Distinguish Relevant from Irrelevant	B	B	B	B	B	B
5. Comprehend Ideas	A	A	A	A	A	A
6. Verbal and Nonverbal Presentations	C	C	C	C	C	C
7. Oral Presentations	B	B	B	B	B	A
Quantitative Skills						
1. Add, Subtract, Multiply and Divide	A	A	A	A	A	A
2. Use Measurements	A	A	A	A	A	A
3. Ratios and Proportions	A	A	A	A	A	A
4. Spatial Relationships	A	A	A	A	A	C
5. Estimates and Approximations	A	A	C	A	A	B
6. Probability and Statistics	B	C	C	C	B	D
7. Tables, Charts and Graphs	A	A	A	A	A	A
8. Solve Problems	A	A	A	A	A	B
Reasoning and Problem Solving						
1. Inductive and Deductive	A	A	A	A	A	A
2. Conclusions from Information	A	A	A	A	A	A
3. Predictions and Hypotheses	B	B	B	B	B	B
4. Concepts and Generalizations	A	A	A	A	A	A
5. Cause and Effect Relationships	A	A	A	A	A	A
6. Formulate Problems	A	A	A	A	A	A
7. Information Pertinent to Problems	A	A	A	A	A	A
8. Solutions to Problems	A	A	A	A	A	A
9. Creative Thinking Skills	A	A	A	A	A	A
Learning Skills						
1. Goals and Priorities	A	A	A	A	A	A
2. Habits Conducive to Learning	A	A	A	A	A	A
3. Short and Long Term Projects	A	A	A	A	A	A
4. Sources of Information	A	A	A	A	A	A
5. Note Taking	A	A	A	A	A	A

	COURSE OFFERINGS					
	Animal Science	Plant Science	Agricultural Mech.	Natural Resources	Agri. Business Mg.	FFA
UNDERSTANDINGS AND APPLICATIONS						
The Arts: Creative and Performing						
1. Expressing Emotions	D	B	D	D	D	C
2. Appreciate the Arts	D	C	D	D	C	C
3. Art Forms and Style	D	C	D	D	D	D
4. Materials and Tools	D	C	D	D	D	C
5. Language of Each Art Form	D	C	D	D	D	D
6. Aesthetic Qualities	D	C	D	D	D	D
Careers and Vocations						
1. Positive Attitudes Toward Work	A	A	A	A	A	A
2. Employability Skills	A	A	A	A	A	A
3. Range of Occupations	A	A	A	A	A	A
4. Education and Training	A	A	A	A	A	A
5. Personal Economics	A	A	A	A	A	A
6. Interpersonal Skills	A	A	A	A	A	A
Cultures and Languages						
1. Common Characteristics	C	C	C	C	C	B
2. Differences Among People	C	C	C	C	C	B
3. Understanding Other Cultures	D	D	D	D	C	C
4. Structure of Language	D	D	D	D	D	D
5. Commonalities and Differences	D	D	D	D	D	D
6. Foreign Language	D	D	D	D	D	D
History and Social Sciences						
1. Connecticut, U.S. and World	C	C	C	C	C	C
2. U.S. History and Government	D	D	D	D	D	B
3. Economics	B	B	B	B	A	B
4. Political and Economic System	C	C	C	C	B	D
5. Disciplines of History	C	C	C	C	C	D
6. World Geography	C	C	C	C	C	D
7. Critical Thinking	D	D	D	D	B	C
8. Pluralistic Society	D	D	D	D	D	C
9. Mutual Dependence	C	C	C	C	B	B
Literature						
1. Human Experiences	D	D	D	D	D	D
2. Essential Elements	D	D	D	D	D	D
3. Literary Masterpieces	D	D	D	D	D	D
4. Symbolism, Allegory and Myth	D	D	D	D	D	D
5. Literary Themes	D	D	D	D	D	D
6. Literary Works	D	D	D	D	D	D
7. Reading as Lifelong Pursuit	C	C	C	C	C	C
Mathematics						
1. Expressing Quantifiable Ideas	C	C	C	C	C	D
2. Problem Solving	C	C	C	C	C	D
3. Consumer and Job-related Tasks	B	B	B	B	A	D
4. Tools for Solving Problems	B	B	B	B	A	D
5. Physical and Social Phenomena	D	D	D	D	D	D
6. Using Numbers	C	C	C	C	C	C
7. Algebraic and Geometric Concepts	D	D	C	C	D	D
8. Statistical Concepts	C	C	C	C	B	D
Physical Development and Health						
1. Growth and Development	D	D	D	D	D	D
2. Physical Fitness	D	D	D	D	D	D
3. Scientific Principals	D	D	D	D	D	D
4. Social Development	D	D	D	D	D	D
5. Elements of Nutrition	D	D	D	D	D	D
6. Healthy Environment	A	A	A	A	A	A
Science and Technology						
1. Basic Principles of the Science	B	C	C	B	D	D
2. Natural Resources	A	A	A	A	C	C
3. Solving Problems	B	C	C	B	D	D
4. Natural Phenomena	B	C	C	B	D	D
5. Laboratory Measuring	B	B	B	B	D	D
6. Emerging Technologies	B	B	B	B	B	B
7. Potential and Limitations	C	C	C	C	C	C

THE COMMON CORE

ATTRIBUTES AND ATTITUDES

A positive self-image and self-esteem are crucial to learning. These attributes determine goals, behaviors and responses to others. Furthermore, people depend on and influence one another. Therefore, it is important that students take responsibility for their lives and set appropriate goals for themselves. In doing so, they develop lifelong attitudes.

The family and societal forces other than schools play major roles in fostering student growth, and schools can provide a supportive climate for that growth. While it is inappropriate for schools to accept the sole or even primary responsibility for developing these attributes and attitudes, it is also inappropriate to deny the critical importance of these factors as preconditions to learning, as consequences of the teaching of all disciplines, and as desired outcomes for all students.

Positive Self-Concept

As part of education in grades K-12, each student should be able to:
1. appreciate his/her worth as a unique and capable individual and exhibit self-esteem;
2. develop a sense of personal effectiveness and a belief in his/her ability to shape his/her future;
3. develop an understanding of his/her strengths and weaknesses and the ability to maximize strengths and rectify or compensate for weaknesses.

Motivation and Persistence

As part of education in grades K-12, each student should be able to:
1. experience the pride of accomplishment that results from hard work and persistence;
2. act through a desire to succeed rather than a fear of failure, while recognizing that failure is a part of everyone's experience;
3. strive toward and take the risks necessary for accomplishing tasks and fulfilling personal ambitions.

Reponsibility and Self-Reliance

As part of education in grades K-12, each student should be able to:
1. assume the primary responsibility for identifying his/her needs and setting reasonable goals;
2. initiate actions and assume responsibility for the consequences of those actions;
3. demonstrate dependability;
4. demonstrate self-control.

Intellectual Curiosity

As part of education in grades K-12, each student should be able to:
1. demonstrate a questioning attitude, open-mindedness and curiosity;
2. demonstrate independence of thought necessary for leadership and creativity;
3. pursue lifelong learning.

Interpersonal Relations

As part of education in grades K-12, each student should be able to:
1. develop productive and satisfying relationships with others based upon mutual respect;
2. develop a sensitivity to and an understanding of the needs, opinions, concerns and customs of others;
3. participate actively in reaching group decisions;
4. appreciate the roles and responsibilities of parents, children and families.

Sense of Community

As part of education in grades K-12, each student should be able to:
1. develop a sense of belonging to a group larger than friends, family and coworkers;
2. develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community;
3. examine and assess the values, standards and traditions of the community;
4. understand and appreciate his/her own historical and ethnic heritage as well as that of others represented within the larger community.

Moral and Ethical Values

As part of education in grades K-12, each student should be able to:
1. recognize the necessity for moral and ethical conduct in a society;
2. recognize that values affect choices and conflicts;
3. develop personal criteria for making informed moral judgments and ethical decisions.

SKILLS AND COMPETENCIES

All educated citizens must possess a core of basic or enabling skills and competencies that provide the critical intellectual foundations for broader acquisition of knowledge. These enabling skills, applied in diverse ways, form the heart of an academic experience as each contributes to the development of understanding within and among disciplines.

Reading

As a result of education in grades K-12, each student should be able to:
1. identify and comprehend the main and subordinate ideas, details and facts in written work and summarize the ideas in his/her own words;
2. identify, comprehend and infer comparisons, contrasts, sequences and conclusions in written work;
3. recognize different purposes and methods of writing, identify a writer's point of view and tone, and interpret a writer's meaning inferentially as well as literally;
4. set purposes, ask questions and make predictions prior to and during reading and draw conclusions from reading;
5. make critical judgments about written work including separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistency and judging the validity of evidence and sufficiency of support;
6. vary his/her reading speed and method based on the type of material and the purpose for reading;
7. use the features of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix and bibliography.

Writing

As a result of education in grades K-12, each student should be able to:
1. write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice and spelling;
2. select, organize and relate ideas and develop them in coherent paragraphs;
3. organize sentences and paragraphs into a variety of forms and produce writing of an appropriate length using a variety of composition types;
4. use varying language, information, style and format appropriate to the purpose and the selected audience;

5. conceive ideas and select and use detailed examples, illustrations, evidence and logic to develop the topic;
6. gather information from primary and secondary sources; write a report using that information; quote, paraphrase and summarize accurately; and cite sources properly;
7. improve his or her own writing by restructuring, correcting errors and rewriting.

Speaking, Listening and Viewing

As a result of education in grades K-12, each student should be able to:

1. engage critically and constructively in an oral exchange of ideas;
2. ask and answer questions correctly and concisely;
3. understand spoken instructions and give spoken instructions to others;
4. distinguish relevant from irrelevant information and the intent from the details of an oral message;
5. identify and comprehend the main and subordinate ideas in speeches, discussions, audio and video presentations, and report accurately what has been presented;
6. comprehend verbal and nonverbal presentations at the literal, inferential and evaluative levels;
7. deliver oral presentations using a coherent sequence of thought, clarity of presentation, suitable vocabulary and length, and nonverbal communication appropriate for the purpose and audience.

Quantitative Skills

As a result of education in grades K-12, each student should be able to:

1. add, subtract, multiply and divide using whole numbers, decimals, fractions and integers;
2. make and use measurements in both traditional and metric units to measure lengths, areas, volumes, weights, temperatures and times;
3. use ratios, proportions and percents, powers and roots;
4. understand spatial relationships and the basic concepts of geometry;
5. make estimates and approximations, and judge the reasonableness of results;
6. understand the basic concepts of probability and statistics;
7. organize data into tables, charts and graphs, and read and interpret data presented in these forms;
8. formulate and solve problems in mathematical terms.

Reasoning and Problem Solving

As a result of education in grades K-12, each student should be able to:

1. recognize and use inductive and deductive reasoning, recognize fallacies and examine arguments from various points of view;
2. draw reasonable conclusions from information found in various sources, and defend his/her conclusions rationally;
3. formulate and test predictions and hypotheses based on appropriate data;
4. comprehend, develop and use concepts and generalizations;
5. identify cause and effect relationships;
6. identify and formulate problems;
7. gather, analyze, synthesize and evaluate information pertinent to the problem;
8. develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions and verify results;
9. use critical and creative thinking skills to respond to unanticipated situations and recurring problems.

Learning Skills

As a result of education in grades K-12, each student should be able to:

1. set learning goals and priorities consistent with stated objectives and progress made, and allocate the time necessary to achieve them;
2. determine what is needed to accomplish a task and establish habits conducive to learning independently or with others;
3. follow a schedule that accounts for both short and long term project accomplishment;
4. locate and use a variety of sources of information including print and nonprint materials, computers and other technologies, interviews and direct observations;
5. read or listen to specific information and take effective and efficient notes.

UNDERSTANDINGS AND APPLICATIONS

Skills and competencies cannot be ends in themselves. Unless students have the knowledge and experiences needed to apply those learnings and develop a fuller understanding of life, their education will be incomplete. Schools must therefore accept responsibility for leading students through a body of knowledge and its application. This is what comprises the major content of the curriculum.

These understandings and applications have been grouped here under the usual disciplines, but it is important to recognize the inter-relationship among the disciplines and to promote students' ability to transfer knowledge and applications across subject areas.

The Arts: Creative and Performing

As a result of education in grades K-12, each student should be able to:

1. express his/her own concepts, ideas and emotions through one or more of the arts (art, music, drama and dance);
2. appreciate the importance of the arts in expressing and illuminating human experiences;
3. understand that personal beliefs and societal values influence art forms and styles;
4. identify the materials, processes and tools used in the production, exhibition and public performance of works of art, music, drama and dance;
5. use and understand language appropriate to each art form when discussing, critiquing and interpreting works in the visual and performing arts;
6. identify significant works and recognize the aesthetic qualities of art, music, drama and dance from different historical periods and cultures.

Careers and Vocations

As a result of education in grades K-12, each student should be able to:

1. demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work;
2. demonstrate attitudes and habits (such as pride in good workmanship, dependability and regular attendance) and the employability skills and specialized knowledge that will make the individual a productive participant in economic life and a contributor to society;
3. consider the range of occupations that will be personally satisfying and suitable to his/her skills, interests and aptitudes;
4. identify, continue or pursue the education and training necessary for his/her chosen career/vocation;
5. understand personal economics and its relationship to skills required for employment, promotion and financial independence;
6. exhibit the interpersonal skills necessary for success in the workplace (such as working harmoniously as part of a team, and giving and taking direction).

Cultures and Languages

As a result of education in grades K-12, each student should be able to:

1. recognize characteristics common to all people, such as physical attributes, emotional responses, attitudes, abilities and aspirations;
2. respect differences among people and recognize the pluralistic nature of United States society;
3. demonstrate an understanding of other cultures and their roles in international affairs;
4. analyze the structure of spoken and written language;
5. recognize the commonalities and the differences that exist in the structure of languages;
6. understand and communicate in at least one language in addition to English.

History and Social Sciences

As a result of education in grades K-12, each student should be able to:

1. recognize and analyze events, personalities, trends and beliefs that have shaped the history and culture of Connecticut, the United States and the world;
2. demonstrate a knowledge of United States history and government and understand the duties, reponsibilities and rights of United States citizenship;
3. understand the basic concepts of economics;
4. analyze and compare the political and economic beliefs and systems of the United States with those of other nations;
5. apply major concepts drawn from the disciplines of history and the social sciences—anthropology, economics, geography, law and government, philosophy, political science, psychology and sociology—to hypothetical and real situations;
6. demonstrate basic knowledge of world geography;
7. apply critical thinking skills and knowledge from history and the social sciences to the decision-making process and the analysis of controversial issues in order to understand the present and anticipate the future;
8. understand the roles played by various racial, ethnic and religious groups in developing the nation's pluralistic society;
9. appreciate the mutual dependence of all people in the world and understand that our lives are part of a global community joined by economic, social, cultural and civic concerns.

Literature

As a result of education in grades K-12, each student should be able to:

1. understand that literature reflects and illuminates human experiences, motives, conflicts and values;
2. understand the essential elements of poetry, drama, fiction and nonfiction;
3. understand and appreciate selected literary masterpieces, both past and present, that manifest different value systems and philosophies;
4. recognize symbolism, allegory and myth;
5. identify literary themes and their implications;
6. evaluate selected literary works and support each evaluation;
7. enjoy reading as a lifelong pursuit.

Mathematics

As a result of education in grades K-12, each student should be able to:

1. understand that mathematics is a means of expressing quantifiable ideas;
2. apply mathematical knowledge and skills to solve a broad array of quantitative, spatial and analytical problems;
3. use mathematical skills and techniques to complete consumer and job-related tasks;
4. select and use appropriate approaches and tools for solving problems, including mental computation, trial and error, paper and pencil, calculator and computer;
5. use mathematical operations in describing and analyzing physical and social phenomena;
6. demonstrate a quantitative sense by using numbers for counting, measuring, comparing, ordering, scaling, locating and coding;
7. apply basic algebraic and geometric concepts to representing, analyzing and solving problems;
8. use basic statistical concepts to draw conclusions from data.

Physical Development and Health

As a result of education in grades K-12, each student should be able to:

1. understand human growth and development, the functions of the body, human sexuality and the lifelong value of physical fitness;
2. plan and implement a physical fitness program with a variety of conditioning exercises and/or leisure activities;
3. understand the basic scientific principles which apply to human movement and physical activities;
4. understand the role physical activities play in psychological and social development;
5. understand and apply the basic elements of proper nutrition, avoidance of substance abuse, prevention and treatment of illness, and management of emotional stress;
6. recognize the need for a safe and healthy environment, practice proper safety skills, and demonstrate a variety of basic life saving skills.

Science and Technology

As a result of education in grades K-12, each student should be able to:

1. understand and apply the basic principles, concepts and language of biology, chemistry, physics, earth and space science;
2. understand the implications of limited natural resources, the study of ecology and the need for conservation;
3. identify and design techniques for recognizing and solving problems in science, including the development of hypotheses and the design of experiments to test them—the gathering of data, presenting them in appropriate formats, and drawing inferences based upon the results;
4. use observation and analysis of similarities and differences in the study of natural phenomena;
5. demonstrate the ability to work with laboratory measuring, manipulating and sensing devices;
6. understand the implications of existing and emerging technologies on our society and our quality of life, including personal, academic and work environments;
7. recognize the potential and the limitations of science and technology in solving societal problems.

PROGRAM PERSONNEL

Director: Theodore S. Sergi, DVTAE
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